

Public Sector Equality Duty 2024

This report provides an overview of EDI data reporting for academic year 2022/23 and objectives for 2023/24 in compliance with the [Public sector equality duty \(2011\)](#). This annual report, produced by Godalming College, demonstrates the College's compliance with the Public Sector Equality Duty and underlines a whole college approach to Equality, Diversity & Inclusion. The report combines Equality Objectives set out in the Equality, Diversity & Inclusion SAR with data on staff and students related to protected characteristics and other relevant indicators along with actions taken to address any gaps. This is in compliance with our [Equality and Diversity Policy](#).

We feel that equality is about making sure everyone is treated fairly and given the chance to achieve their potential. It is not about treating everyone the same but the need to liberate minority groups and recognise that all students and staff have different needs that are met in a variety of ways.

Adding VALUE to LEARNING:

At Godalming College we believe that every member of the community should feel safe, supported and valued. We consider that in order for students to reach their full potential, they need to VALUE their studies and VALUE each other.

Value – each person deserves to be valued on their contributions to the College.

Appreciation – appreciate the diversity of different student populations at the college learning from others' cultural traditions and consider why different groups of people have different wants and needs.

Liberation – ultimately, everybody should have the freedom to be who they are.

Understanding – through educating yourself about how different groups of people have been treated and the plight that many still have to face on a daily basis.

Esteem – respect others having learnt about their experiences; respect promotes positive mental health gained from a sense of self-worth.

We are committed to:

- Equality of treatment regardless of gender, gender identity, age, race, sex, religion or belief, sexual orientation or disability.
- Creating a positive and inclusive atmosphere that is welcoming and supportive.
- Zero tolerance of discrimination or harassment.
- Making sure each individual's needs are met so all achieve to the best of their ability.
- Improving what we do to enhance the opportunities we provide.

The College as an Employer

The College seeks to recruit, retain and develop high quality staff. We recognise that this will be achieved by embracing equality of opportunity and promoting diversity and inclusion within our staff group. We take seriously our responsibility to ensure clear processes for responding to instances of discrimination, harassment, bullying or other unacceptable behaviour, taking swift and decisive action where necessary.

We will monitor our progress in the following areas:

1. Staff profile and data on certain protected characteristics
2. Recruitment and Promotion
3. Retention
4. Staff Development
5. Grievances, Complaints and Harassment/Discrimination allegations - Analysis of the use of these procedures will be carried out annually.

Equality, Diversity & Inclusion 2023/4 – An overview

Equality, Diversity & Inclusion (EDI) at Godalming College continues to have a prominence across college and permeates all aspects of College life without ever appearing tokenistic. Below are the Equality Objectives for 2023/24:

2023/24 Objectives

- | | |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective 1 | Try to bridge the gap between student on free school meals and non-free school meals, reducing the gap between High Grades. Consider reporting Value Added as an alternative indicator |
| Objective 2 | Develop an EDI Hub on the Student Portal, increasing awareness of EDI values and celebratory months |
| Objective 3 | Link key events to EDI calendar to highlight awareness days and events |
| Objective 4 | To promote role models from protected characteristics |
| Objective 5 | Increase activities that students could do in celebration of awareness/liberation months thorough the shaping future tutorial system |
| Objective 6 | To continue to facilitate staff training for all new staff on EDI as well as existing to regularly review understanding |
| Objective 7 | Where possible, increase the % of ethnic staff/role models |
| Objective 8 | Explore how the college can be more welcoming to non-White students by increasing the celebration of these students across the college through our media and in college promotion |

Integrating EDI in the Pastoral System:

The EDI Officer works closely with the Senior Tutor team as well as with the Assistant Principal for Safeguarding and Support to ensure that the 'Shaping Futures' tutorial programme, delivered by personal tutors, provides opportunities for students to discuss and learn about EDI issues.

Staff Training

The College promotes regular engagement with EDI in staff INSET and workshop sessions. Staff are encouraged to give further prominence to naturally occurring opportunities to raise EDI issues within lessons and lesson planning. Staff are also encouraged to challenge inappropriate language in the classroom and within College. New staff have an induction session with the EDI officer and/or the Assistant Principal for Safeguarding and Support. In 2023, all staff received training in unconscious bias through the Rise Training Group, this was well received by staff who had time to reflect on the training in subject and support staff areas.

Personalised learning

We continue to provide individual learners with personalised experiences both within and outside the classroom that carefully matches their needs. Over 90% of students in the subject survey reported that staff are supportive, accessible and open.

Lesson Planning

Although differentiation is major feature of lesson planning, there is room to improve opportunities surrounding socio-political dimensions of EDI within the content of lessons. Lesson planning and feedback documents have been tweaked to include reflections on this where appropriate.

An outline of this year's Equality and Diversity content within the **Shaping Futures programme** is illustrated below:

Half Term	L6 Theme	U6 Theme
1st Autumn	<p>Introduction to EDI: EDI Officer delivered an introductory session to all students on VALUE (the mnemonic that covers the values associated with EDI at Godalming) and a session on unconscious bias.</p> <p>EDI is also linked to the Prevent Duty</p>	<p>Prevent Duty: Perceptions of different groups of people and how different groups of people are represented in the press. What the aim of Prevent is.</p> <p>Black History Month: Reading Challenge over Half Term.</p>
2nd Autumn	<p>Individuality vs. Community: Students discuss the role of individuals as part of wider groups in society and the differences between the personal and political. Promotion of community activities/volunteering.</p>	<p>Thinking about Others: 6 Week Volunteering Challenge in order to help individuals in the local community during the Lockdown.</p>
3rd Spring	<p>LGBT+ History Month: Discuss of gender identity and language.</p> <p>Wellbeing & Resilience Week: Students are encouraged to reflect on their wellbeing and consider links with EDI.</p>	<p>Wellbeing & Resilience Week: Students are encouraged to reflect on their wellbeing and consider links with EDI.</p>
4th Spring	<p>Being an Outsider: How language influences/determines thought. Different examples of spoken interaction with fixed world views.</p>	<p>Healthy Relationships: Understanding what are healthy relationships including LGBT+ relationships.</p>
5th Summer	<p>Think Before You Speak: Students to think of their use of language and aim to be as inclusive with their comments as possible whilst on campus. Explorations of censorship vs. liberation.</p>	<p>Mental Health: Managing anxiety and mental health with information from the college's Mental Health Lead.</p>
6th Summer	<p>Pride Month: Purpose of 'Pride' and how and why we celebrate the movement.</p>	

Key Data

1. Equality and Diversity Indicators in Enrolment 2023/24

1a. Gender

On the application form we ask for the sex of the applicant, their preferred gender identity and the pronouns they wish to be used. In 2023, 742 students stated that their legal sex is female and 627 students stated that they are male. With a conversion of 53.7% and 56% respectively. Below is a table of figures showing their gender as chosen by them with the conversion from the category. The figures are quite small in some categories and so therefore it is difficult to compare the conversion rates.

	Female	Male	Prefer not to say	Transgender	Non-Binary
Federation	182 (88.8%)	202 (86%)	3 (100%)	3 (100%)	2 (66.7%)
Independent	170 (57.2%)	135 (55.1%)	3 (60%)	1 (50%)	6 (75%)
Out of County	135 (60.5%)	116 (63.4%)	1 (33.3%)	0	0
Surrey Maintained	192 (39.4%)	142 (39%)	4 (44.4%)	1 (50%)	2 (28.6%)
Total	710 (53.7%)	631 (56.1%)	13 (56.5%)	5 (62.5%)	10 (41.7%)

Figure 1: Distribution of gender by school type

For comparison the table below shows the same figures for the previous year.

	Female	Male	Prefer not to say	Transgender	Non-Binary
Federation	142 (86.1%)	147 (85.5%)	3(75%)	1 (100%)	1 (50%)
Independent	135 (50.6%)	98 (57.3%)	2(66.7%)	3 (100%)	4 (80%)
Out of County	115 (55.3%)	121 (62.7%)	0	0	3 (50%)
Surrey Maintained	188 (42.9%)	149 (43.8%)	4 (57.1%)	1 (50%)	7 (87.5%)
	619 (52.6%)	538 (56/6%)	9 (56.3%)	2 (40%)	16 (69.6%)

Figure 2: 2022 figures for comparison

On the application form we ask what pronouns a student would like to be used. See below.

	2023 – enrolment and conversion	2022 – enrolment and conversion
He/him	635 (56.3%)	521 (56.7%)
She/her	721 (53.8%)	603 (53.8%)
They/them	11 (37.9%)	24 (58.5%)
Not known	2 (40%)	51 (48.5%)

Figure 3: chosen pronouns from application form

2b. Ethnicity

253 students (18.5% of the total enrolment) enrolled stating that their ethnicity was something other than English/Welsh/Scottish/Northern Irish/British. This total constituted 20.4% in 2022 and 16.7% in 2021.

The recorded numbers of enrollers and their ethnicity is listed below together with the conversion rate. In some cases, these numbers are very small and therefore the conversion rate can be misleading. Although we can see some trends of lower conversion in the Guildford and Woking areas, which is likely to do with travel constraints and other post 16 provision being in closer proximity. There are no particular trends as regards to schools. When comparing this to the gender status we can see that if their gender is something other than male or female, they are more likely to be English/Welsh/Scottish/Northern Irish/British but not always.

Ethnicity	Enrolment 2023 and conversion	Enrolment 2022 and conversion	Enrolment 2021 and conversion
African	7 (24.1%)	6 (46.2%)	2 (16.7%)
Any other	4 (17.4%)	11 (45.8%)	7 (41.2%)
Any other Asian background	9 (40.9%)	12 (70.6%)	8 (42.1%)
Any other Black/Africa/Caribbean background	4 (30.8%)	1(14.3%)	0
Any other mixed/multiple ethnic background	36 (61%)	25 (51%)	26 (48.1%)
Any other White background	79 (50.3%)	90 (56.3%)	60 (52.6%)
Arab	4 (26.7%)	2 (20%)	4 (44.4%)
Bangladeshi	1 (25%)	1 (20%)	2 (40%)
Caribbean	1 (50%)	1 (33.3%)	4 (44.4%)
Chinese	11 (42.3%)	7 (43.8%)	2 (40%)
English/Welsh/Scottish/North English/British	1116 (58.2%)	950 (56.2%)	933 (53.1%)
Gypsy or Irish traveller	0	0	2 (33.3%)
Indian	9 (19.6%)	10 (27.8%)	8 (29.6%)
Irish	7 (63.6%)	4 (100%)	1 (14.3%)
Pakistani	13 (31%)	11 (28.9%)	12 (24.5%)
Not known/not provided	19 (57.6%)	15 (62.5%)	10 (33.3%)
White and Asian	34 (50.7%)	31 (62%)	25 (49%)
White and Black African	5 (25%)	11 (57.9%)	7 (35%)
White and Black Caribbean	10 (71.4%)	8 (44.4%)	7 (43.8%)

Figure 4 – enrolments of students with their ethnicity and conversion rate

1c. Disability

131 (100% conversion) students enrolled with a disability as stated on the application form, this forms 9.7% of enrolments. 49 didn't respond. This is a self-defining category. This number compares to 144 (100% conversion) students in 2022 and 92 (96.8% conversion) students in 2021.

	2023	2022	2021
Federation	29	31	26
Independent	41	42	25
Out of County	18	17	11
Surrey Schools	35	38	23
Home schooled	1	4	5
Other (not known or FE)	7	12	2
Total	131	144	92

Figure 5: students who stated they have a disability

See table below when crossmatched with gender.

	Female	Male	Prefer not to say	Transgender	Non-Binary
Stated Disability on the application	80	43	4	1	3

Figure 6: student who stated they had a disability on the application form by gender

1d Learning Need

10 students enrolled in 2023 who have an EHCP plan with a conversion 100% conversion 3 female and 1 male. 8 enrolled in 2022 and 10 in 2021.

235 students enrolled with a conversion of (99.2%) in 2023, 249 (100%) in 2022 and 221 (99.1%) in 2021, with a Learning Need stated on their application.

	2023	2022	2021
Federation	48	51	43
Independent	97	83	81
Out of County	24	26	23
Surrey Schools	52	58	54
Home Schooled	3	5	8
Other	11	24	12
Total	235	247	221

Figure 7: students who stated they had a learning need on their application form

	Female	Male	Prefer not to say	Transgender	Non-Binary
Stated SEND on application	126	98	4	3	4

Figure 8: students who stated they had a learning need on their application form by gender

1e. Economic/Financial

	2023	2022	2021
Requested Bursary status on application	64	87	64

Figure 9: students who stated they wanted more information regarding college bursaries on application.

2. Student Achievement

2a – High Grades by Ethnicity

When **evaluating the high grades**, we must be mindful of its **limitations**, as the percentages are **based on per course**, rather than **per student**. We can still see increases and decreases based on prior years. The A level achievement data is displayed in the table below: The A level retention data is displayed in the table below:

End Year	20/21			21/22			22/23		
	Students	Ave GCSE	High Grades %	Students	Ave GCSE	High Grades %	Students	Ave GCSE	High Grades %
31 - English / Welsh / Scottish / Northern Irish / British	840	5.72	58.6%	920	6.06	61.7%	932	6.27	55.2%
34 - Any Other White background	34	5.61	54.1%	39	5.84	67.2%	58	5.68	48.3%
35 - White and Black Caribbean	7	5.40	60.0%	8	5.34	34.8%	7	6.10	54.2%
36 - White and Black African	10	5.77	61.3%	6	4.67	37.5%	4	5.20	28.6%
37 - White and Asian	18	5.98	59.3%	29	6.17	69.2%	30	6.41	45.3%
38 - Any Other Mixed ethnic background	17	5.55	58.2%	23	5.33	45.6%	24	5.81	48.6%
39 - Indian	8	5.93	66.7%	11	6.22	69.4%	9	5.25	60.0%
40 - Pakistani	4	5.53	57.1%	13	5.92	52.4%	14	5.95	44.2%
42 - Chinese	4	5.90	44.4%	4	5.86	42.9%	2	6.68	57.1%
43 - Any other Asian background	4	5.49	62.5%	12	5.98	45.5%	7	6.43	65.4%
44 - African	4	5.9	45.5%	3	5.31	66.7%	3	3.67	50.0%
45 - Caribbean					5.5	100.0%	3	5.62	20.0%
Total	967	5.70	58.3%	1104	6.00	61.1%	1115	6.18	54.2%

Progress of **English/British students** remains like recent years. Nearly **20% increase in high grades for white and black Caribbean students** and a **24% drop in high grades for White/Asian students** and other **mixed ethnic groups**

remain the same. Pakistani and Chinese remain the same, with **Bangladeshi students continuing to achieve highly** with 83.% high grades.

These **ethnic groups remain low** and make up a small proportion of students compared to the **932 white students**.

Any **other Asian students** have an **increase of 20% high grades.** African and Caribbean students' high grades at **50% and 20%.** These students only make up 6 in total.

2b – Retention and Achievement by Ethnicity

End Year	20/21			21/22			22/23		
Ethnicity	Ret%	Ach%	Pass%	Ret%	Ach%	Pass%	Ret%	Ach%	Pass%
46 - Any other Black / African / Caribbean background	87.50 %	87.50 %	100.0%	60.00 %	60.00%	100.0 %			
45 - Caribbean				100.00 %	100.00 %	100.0 %	100.00 %	100.00%	100.0%
44 - African	84.62 %	84.62 %	100.0%	33.33 %	33.33%	100.0 %	66.67 %	66.67%	100.0%
43 - Any other Asian background	88.89 %	88.89 %	100.0%	72.09 %	72.09%	100.0 %	100.00 %	100.00%	100.0%
42 - Chinese	81.82 %	81.82 %	100.0%	63.64 %	63.64%	100.0 %	100.00 %	100.00%	100.0%
40 - Pakistani	100.00 %	100.00 %	100.0%	97.56 %	97.56%	100.0 %	95.56 %	91.11%	95.3%
39 - Indian	88.89 %	88.89 %	100.0%	97.22 %	89.74%	100.0 %	80.65 %	77.42%	96.0%
38 - Any Other Mixed / multiple ethnic background	85.71 %	85.71 %	100.0%	91.30 %	89.86%	98.4%	75.58 %	74.12%	96.9%
37 - White and Asian	88.33 %	88.33 %	100.0%	85.88 %	85.88%	100.0 %	91.92 %	90.91%	98.9%
36 - White and Black African	90.91 %	90.91 %	100.0%	84.21 %	84.21%	100.0 %	53.85 %	53.85%	100.0%
35 - White and Black Caribbean	100.00 %	100.00 %	100.0%	79.31 %	79.31%	100.0 %	95.83 %	91.67%	95.7%
34 - Any Other White background	85.19 %	84.26 %	98.9%	90.15 %	90.08%	99.2%	85.37 %	84.88%	99.4%
31 - English / Welsh / Scottish / Northern Irish / British	88.54 %	88.37 %	99.9%	87.00 %	86.87%	99.7%	87.99 %	87.30%	99.0%
Total	88.27 %	88.09 %	99.9%	86.59 %	86.36%	99.6 %	87.72 %	86.95%	99.0%

Retention and pass rates for 2023 are consistently good and 12.5 % increase on 2022.

2c – High Grades by Gender

End Year	20/21			21/22			22/23		
Gender	Students	Ave GCSE	High Grades%	Students	Ave GCSE	High Grades%	Students	Ave GCSE	High Grades%
F	514	5.84	62.2%	615	6.17	64.7%	627	6.38	57.3%
M	453	5.55	53.9%	486	5.80	56.7%	488	5.93	50.4%
Total	967	5.70	58.3%	1104	6.00	61.1%	1115	6.18	54.2%

Girls still consistently outperform boys at Godalming with almost 10 % higher grades.

2d – Retention and Achievement by Gender

End Year	20/21			21/22			22/23		
Gender	Ret%	Ach%	Pass%	Ret%	Ach%	Pass%	Ret%	Ach%	Pass%
F	88.24%	88.03%	99.9%	86.02%	85.95%	99.8%	87.45%	86.99%	99.2%
M	88.30%	88.16%	99.8%	87.61%	87.15%	99.4%	88.07%	86.89%	98.6%
Total	88.27%	88.09%	99.9%	86.59%	86.36%	99.6%	87.72%	86.95%	99.0%

Retention and pass rates remain consistent over the 5 years.

2e – High Grades by Economic Background

End Year	20/21			21/22			22/23		
	Students	Ave GCSE	High Grades%	Students	Ave GCSE	High Grades%	Students	Ave GCSE	High Grades%
Free Meals	19	4.56	44.4%	27	5.44	51.9%	26	4.77	47.6%
None	948	5.73	58.6%	1074	6.02	61.3%	1089	6.23	54.4%
Total	967	5.70	58.3%	1104	6.00	61.1%	1115	6.18	54.2%

Free school meals remain slightly behind non free school meals at almost 6.8%.

End Year	20/21			21/22			22/23		
Bursary	Students	Ave GCSE	High Grades%	Students	Ave GCSE	High Grades%	Students	Ave GCSE	High Grades%
Discretionary	45	4.94	47.7%	54	5.46	52.7%	70	5.02	44.2%
None	921	5.74	58.9%	1047	6.03	61.5%	1042	6.28	55.0%
Vulnerable	1	5			4.875		3	5.25	25.0%
Total	967	5.70	58.3%	1104	6.00	61.1%	1115	6.18	54.2%

2f – Retention and Achievement by Economic Background

End Year	20/21			21/22			22/23		
Free Meals	Ret%	Ach%	Pass%	Ret%	Ach%	Pass%	Ret%	Ach%	Pass%
Free Meals	90.91%	90.91%	100.0%	88.89%	88.76%	98.8%	79.61%	78.64%	98.8%
None	88.21%	88.03%	99.9%	86.65%	86.41%	99.7%	87.95%	87.18%	99.0%
Total	88.27%	88.09%	99.9%	86.59%	86.36%	99.6%	87.72%	86.95%	99.0%

Free school meals only 0.2% behind on pass rates, but almost down 10% on retention from 2022. This is an area of focus going forward.

High grades for our **bursary students remain consistent** and often only 10% behind our non-bursary students.

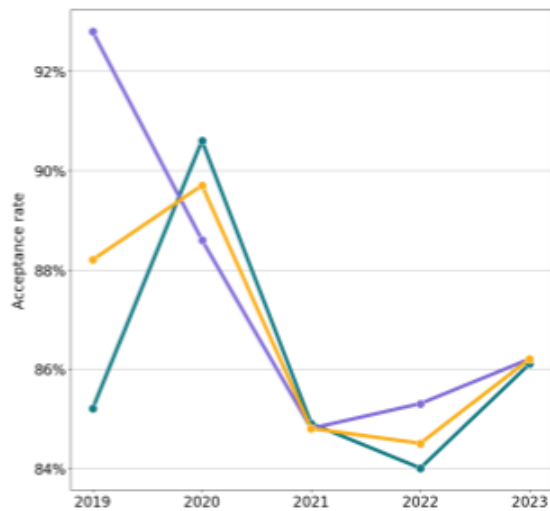
End Year	20/21			21/22			22/23		
Bursary	Ret%	Ach%	Pass%	Ret%	Ach%	Pass%	Ret%	Ach%	Pass%
Discretionary	94.27%	94.27%	100.0%	85.63%	84.94%	98.6%	83.13%	81.93%	98.6%
None	87.97%	87.78%	99.9%	86.79%	86.57%	99.7%	88.14%	87.43%	99.0%
Vulnerable	0.00%	0.00%	NaN	0.00%	0.00%	NaN	61.54%	53.85%	87.5%
Total	88.27%	88.09%	99.9%	86.59%	86.36%	99.6%	87.72%	86.95%	99.0%

3. UCAS Progression

3a. Gender

9. Acceptances by sex

9.1 Acceptance rate by sex



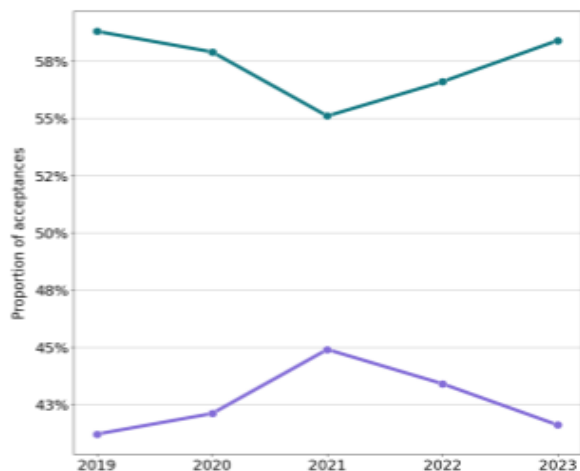
9.2 Applicants by sex

Sex	2019	2020	2021	2022	2023
Women	454	413	443	449	498
Men	292	307	361	339	355
All	746	720	804	788	853

9.3 Acceptance rate by sex

Sex	2019	2020	2021	2022	2023
Women	85.2%	90.6%	84.9%	84.0%	86.1%
Men	92.8%	88.6%	84.8%	85.3%	86.2%
All	88.2%	89.7%	84.8%	84.5%	86.2%

9.4 Proportion of acceptances by sex



9.5 Acceptances by sex

Sex	2019	2020	2021	2022	2023
Women	387	374	376	377	429
Men	271	272	306	289	306
All	658	646	682	666	735

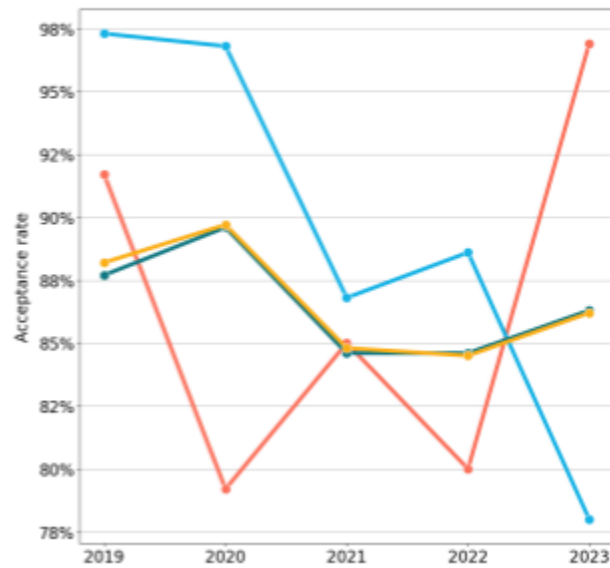
9.6 Proportion of acceptances by sex

Sex	2019	2020	2021	2022	2023
Women	58.8%	57.9%	55.1%	56.6%	58.4%
Men	41.2%	42.1%	44.9%	43.4%	41.6%

2b.Ethnicity

10. Acceptances by ethnic group

10.1 Acceptance rate by ethnic group



10.2 Applicants by ethnic group

Ethnic group	2019	2020	2021	2022	2023
Asian	24	24	20	35	32
Black	7	3	7	5	2
Mixed	37	31	38	44	50
White	666	654	727	694	751
Other	4	2	1	7	13
Unknown	8	6	11	3	5
All	746	720	804	788	853

10.3 Acceptance rate by ethnic group

Ethnic group	2019	2020	2021	2022	2023
Asian	91.7%	79.2%	85.0%	80.0%	96.9%
Black	71.4%	100.0%	85.7%	80.0%	100.0%
Mixed	97.3%	96.8%	86.8%	88.6%	78.0%
White	87.7%	89.6%	84.6%	84.6%	86.3%
Other	100.0%	100.0%	100.0%	85.7%	84.6%
Unknown	87.5%	100.0%	90.9%	66.7%	80.0%
All	88.2%	89.7%	84.8%	84.5%	86.2%

4. Staff

4a – Staff by Ethnicity

	Godalming College		Waverley Local Authority		South East region	
	count	%	count	%	count	%
All staff	281	100	121,572	100	8,634,750	100
White	257	91.4	116,717	96	7,827,820	90.7
English/ Welsh/Scottish/Northern Irish/British	232	82.6	110,190	90.6	7,358,998	85.2
Irish	5	1.8	1,032	0.8	73,571	0.9
Gypsy or Irish Traveller	0	0	167	0.1	14,542	0.2
Other White	20	7.1	5,328	4.4	380,709	4.4
Mixed/Multiple ethnic groups	5	1.8	1,623	1.3	167,764	1.9
White and Black Caribbean	1	0.4	332	0.3	45,980	0.5
White and Black African	0	0	168	0.1	22,825	0.3
White and Asian	1	0.4	746	0.6	58,764	0.7
Other Mixed	3	1.1	377	0.3	40,195	0.5
Asian/Asian British	5	2.1	2,283	1.9	452,042	5.2
Indian	1	0.4	533	0.4	152,132	1.8
Pakistani	1	0.4	246	0.2	99,246	1.1
Bangladeshi	0	0.4	169	0.1	27,951	0.3
Chinese	1	0.4	623	0.5	53,061	0.6
Other Asian	2	0.7	712	0.6	119,652	1.4
Black/African/Caribbean/Black British	7	2.5	538	0.4	136,013	1.6
African	3	1.1	353	0.3	87,345	1
Caribbean	3	1.1	147	0.1	34,225	0.4
Other Black	1	0.4	38	0	141,443	0.2
Other Ethnic Group	1	0.4	411	0.3	51,111	0.6
Arab	0	0	162	0.1	19,363	0.2
Any other ethnic group	1	0.4	249	0.2	31,748	0.4
Not known/not provided	6	2.1				

The majority of College staff are categorised as White – English/Welsh/Northern Irish/ British. The census data shows that this reflects the local community that we serve.

Reviewing each ethnicity category in more detail shows that the ethnic profile of our staff broadly reflects regional data, with the exception of Asian/Asian British.

Overall, our staff profile is slightly more diverse than our immediate local area/authority.

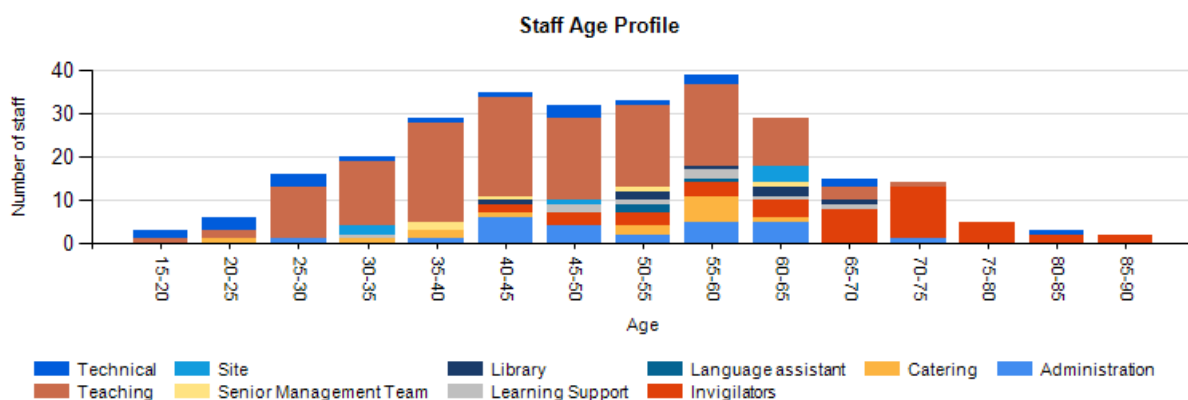
4b Staff by Gender

Gender	Casual	Full Time	Part Time	Total
Male	14	40	35	89
Female	30	76	77	183
Prefer not to say/not provided	1	5	3	9
Total	45	121	115	281

The data demonstrates that the College has a high percentage of female staff at 65%. This is comparable to data collected by the SFCA (Workforce Survey 21/22) which shows that across 68 sixth form Colleges nationally 62% of teachers and 72% of Support Staff are female.

Across the SFCA 60% of teachers are employed on a full-time basis. 53% of full-time teachers were female. 76% of part-time teachers were female. Godalming has fewer teachers employed on a full-time basis, 44.5% and a smaller % of our full-time teachers are female, 43%. 79% of part-time teachers are female.

4c Staff by Age



The majority of our staff are between 25 and 65, with the outliers being comprised of our trainee roles aimed at College leavers and our invigilators(Casual) who are largely retirees. The majority of teachers retire by 65.

The stability index of the College is good. (Feb 23 92% Teachers and 73.4% Support Staff –exc. Catering). Average length of service indicates job satisfaction and ability to progress professionally for the majority of roles.

Development Plan for 2023-24

	INTENT	IMPLEMENTATION	IMPACT
	What is the intended outcome/impact on the students/department?	What specific actions will you be taking to achieve this?	How might the success of this be measured?
Quality of Education	<ul style="list-style-type: none"> • Try to bridge the gap between free school meals and non-free school meals. • Vulnerable bursary pass rate is at 87.5% • These are a small number of students effected. 	<ul style="list-style-type: none"> • More informed understanding of the reporting of free school meals students. • Can we make this clear on the register and make it a teaching learning target of departments? • Opportunities to facilitate more explicitly support for students on free school meals. • Increase the monitoring and tracking of these students at subject level and increase intervention, considering resource provision, access, etc. • Can we have specific department workshops that support these students outside of lessons and could these students have a specific mentor to check in with them? 	<ul style="list-style-type: none"> • Increased monitoring and increase in achievement/retention rates from next year's data. • Reducing the gap on non - free school meal students and Vulnerable bursary students, by reducing achievement data.
Behaviour and Attitudes	<ul style="list-style-type: none"> • Develop EDI Hub in the student area, Increase awareness of EDI values and celebratory months 	<ul style="list-style-type: none"> • Students to take EDI issues increasingly seriously and to raise the profile of EDI on campus and engage with resources and activities, through more frequent questionnaires and reduction in discriminative incidents. 	<ul style="list-style-type: none"> • Track attendance of EDI clubs and societies. • Survey for students termly on EDI issues. Use shaping futures program more frequently to judge and evaluate the impact of EDI initiatives

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Development</p>	<ul style="list-style-type: none"> • <i>Personal Development</i> • <i>To highlight awareness days and events linked to an EDI calendar</i> • <i>To promote role models from protected characteristics</i> • <i>Increase activities that students could do in celebration of awareness/liberation months thorough the shaping future tutorial system</i> 	<ul style="list-style-type: none"> • <i>Increased student engagement with EDI events, by planning more of value and publicise through notice board. Get in more outside speakers.</i> • <i>Increased achievement and retention for those students in protected characteristics through inspiration from outside role models and staff.</i> • <i>Evaluate the effectiveness of EDI through the shaping futures tutorial system and engagement.</i> 	<ul style="list-style-type: none"> • <i>EDI calendar to be placed onto college website.</i> • <i>Information in ‘Shaping Futures’ resources/activities on Godalming Online</i> • <i>Questionnaire of participation and activities taken place that support EDI issues.</i>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and Management</p>	<ul style="list-style-type: none"> • <i>To continue to facilitate staff training for all new staff on EDI as well as existing to regularly review understanding.</i> • <i>Increase the % of ethnic staff/role models.</i> • <i>Explore how the college can be more welcoming to non-White students by increasing the celebration of these students across the college through our media and in college promotion.</i> 	<ul style="list-style-type: none"> • <i>Increased staff competence at handling EDI issues without referral (unless necessary)</i> • <i>Confidence that guest speakers/third party contractors share same ideologies as college towards promoting liberation of protected characteristics (Equality Act, 2010)</i> • <i>Increased understanding from different stakeholders on what the college is doing in terms of EDI.</i> 	<ul style="list-style-type: none"> • <i>Track the delivery of EDI training to new staff, with attendance data and questionnaires.</i> • <i>Evaluate the use of language in communication from Admin/IT</i> • <i>Document INSET session on EDI and evaluate links to curriculum in departmental SOW.</i> • <i>Ethnic staff across the college figures from HR</i> • <i>Celebration of non- white students and increase presence of photographs including sports teams in around college.</i> • <i>Increased scrutiny on social media; to include better representation in our media posts.</i>